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ABSTRACT

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, covers two phases of educational facilities evaluation: the need for new facilities and the adequacy of existing facilities (with the second part receiving greater emphasis). The guide has been designed to aid the person who has responsibility for leading this particular activity. It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss the activity. The second section of the guide is a procedure/task breakdown, which outlines suggested tasks for conducting the evaluation activity. The third section of this guide contains supporting documents, including information handouts, example documents, and references. (KC)

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Evaluating Facilities

Local Leader Guide VIII

CE 034 977

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This Local Leader Guide is one of twelve guides that constitute the Locally-Directed Evaluation Handbook. These guides are designed to assist local education agency personnel in conducting internal or self evaluations.

Introduction

This is one of twelve guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel. This guide has been designed to aid the individual who has assumed responsibility for leading this particular activity. It includes three sections: 1) Preliminary Considerations; 2) Procedure/ Task Breakdown; and 3) Supporting Documents. All parts of this document are suggested, the local staff is encouraged to adapt or change any procedures and instruments to meet the needs of its agency.

The first section of this Local Leader Guide entitled "Preliminary Considerations" contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss this activity.

The second section of this guide is the "Procedure/ Task Breakdown." This breakdown outlines suggested tasks for conducting this evaluation activity. The tasks have been followed in the field tests. However, these tasks are flexible and should be adapted in each LEA.

The third section of this guide contains "Supporting Documents." These documents include: 1) information handouts. 2) example documents, and 3) references. Information handouts contain valuable information which will assist in conducting this activity. Example documents are forms which can be utilized with this evaluation activity. References include bibliographies and sources of information for additional assistance. These supporting documents have been developed and used in other LEAs. However, they can be adapted and revised to fit your specific needs. The local leader may wish to duplicate and distribute these supporting documents and work on this activity.

The value of this evaluation effort is dependent upon a team effort in obtaining and utilizing results. By combining these results with those of other activities of an evaluation system, the improvement of educational programs and services can begin.

Preliminary Considerations

The evaluation of educational facilities can be a very worthwhile endeavor with the potential of many payoffs. Typically, facilities evaluations occur in two distinct stages or at two points in time. First, the *need for facilities* is determined by a careful evaluation of manpower needs, program design, population surveys, and so on. This first phase is done prior to the writing of educational specifications and the employment of an architect for a new facility. The second phase of evaluation occurs after a facility has been used and it has witnessed changes in curriculum, student population, and other program related characteristics. This second phase often requires re-analysis of employment, student and curricular needs but often, emphasis is placed upon determining the *adequacy of existing facilities.*

This activity considers both phases of facility evaluation with the second phase receiving priority. The first phase is covered more extensively under the aegis of facility planning in several of the items in the list of references.

The need for a facility evaluation can be identified by many individuals within the LEA. Instructors may feel the inadequacy of current facilities. Administrators faced with changing enrollments may see the need for an evaluation. And, instructional personnel as well as administrative personnel may feel the need for an evaluation if instructional programs are changing—either the change of existing ones or the addition or deletion of others. Once the need for a facility evaluation has been determined, it is the local leader's responsibility to schedule a staff meeting for all staff affected by the particular facility that should be assessed.

Staff Meeting

A meeting should be held to inform staff and to gain their general reactions to the facility evaluation. Since the facility is probably the most significant capital investment that an LEA makes and the longest lasting component of a program, it is advisable to keep the staff informed. It is also important to involve those who will be affected by such an important function.

Prior to the meeting, the local leader should obtain sanction from the chief school administrator and/or the board of control. Then he/she should thoroughly review the materials to be covered during the meeting. The following is a suggested outline for the staff meeting.

1. Discuss the rationale or reasons for conducting a facility evaluation. Examples might include:
   a. Staff opinion that facilities are unsafe
   b. Staff opinion that facilities are antiquated
   c. Changes in enrollment
   d. Changes in programs
2. Review prior facility evaluations including original facility planning studies, if available.
3. Overview the procedures that will be used in completing the activity:
   a. Establish a team to plan and coordinate the evaluation
   b. Formalize the purpose and scope of the facility evaluation
   c. Formulate key questions
   d. Choose appropriate type of study
   e. Conduct the study(s) that have been selected
   f. Summarize information
   g. Prepare a report of the facility evaluation
4. Ask for volunteers to participate in planning and coordinating the facility evaluation

Procedure/Task Breakdown

Task A. Establish a Team to Plan and Coordinate the Evaluation.

A team should be identified to coordinate all activities under the direction of the local leader. The list of volunteers gained during the staff meeting may be useful. Additional team members will need to be identified. The team might include representatives of the following groups.

- Instructors
- School board and administrative staff
- Students

The makeup of the team will be influenced by the predetermined purpose and scope of the evaluation.

Task B. Formalize the Purpose and Scope of the Facility Evaluation.

The purpose of the facility evaluation and the scope have been tentatively determined by this point in time. This task should provide the team with the opportunity to review, react and formalize the thrust of the facility evaluation.

Example purposes/scope statements are provided below:

- To determine if vocational facilities meet safety standards
- To determine the need for renovating existing facilities
- To determine the need for new facilities
- To determine how the attractiveness and accessibility of facilities can be improved
- To identify facilities which are not used optimumly

Task C. Formulate Key Questions.

Key questions are general questions that focus the facility evaluation to specific elements or concerns. The purpose/scope statement should be considered and broken into component parts which can be stated in the form of key questions. An example purpose statement with several corresponding key questions is shown below:

Purpose: To determine the need for expanding the health occupations facilities

Key Questions:
1. Are existing facilities used each hour of each instructional day?
2. Is the expansion of programs limited by facility size?
3. Does the current size and layout of facilities limit program operation?
4. Would the program enrollment increase with added facilities?
5. Are current facilities antiquated?
6. Are current facilities unsafe?

Key questions should be formulated through an analysis of needed information and through team discussion and reaction. Example Document 8-1 provides a list of sample key questions.

Task D. Choose Appropriate Type of Study

Based upon the key questions formulated in Task C, appropriate studies should be chosen. These studies should aid in collecting information that will help answer the key questions. Possible studies include:

1. Utilization survey — An analysis of facilities in light of their use. This can include both a survey of which laboratories or classrooms are being used during specified time periods as well as an analysis of student load for each laboratory or classroom.
2. Safety survey — A survey of the facility by a team of individuals who use a checklist to guide their observation. The outcome is the identification of unsafe or potentially unsafe facility components.
3. Adequacy study — A study of existing facilities which focuses on the state of repair, access to and appropriateness of the facilities for conducting planned programs.
4. Planning study — A study of program need, enrollment forecasts, and facility requirements for several alternative programs and alternate building layouts.

It may be beneficial to utilize more than one of the above studies. For example, after conducting an adequacy study and finding that current facilities do not meet your LEA's needs, it may then be necessary to conduct a planning study.

Task E. Conduct the Study(s) That Have Been Selected.

1. Utilization Survey (may be conducted by an individual or by a group)
   a. Review scheduling records to determine the use of laboratories and classrooms for each hour of the school day.
   b. Review class rosters or lists to determine the student load for each scheduled class.
   c. Visit each class during a school day to observe class size.
   d. Interview teachers to determine how they feel about the amount of available space for class offerings.
2. Safety and Adequacy Study
   a. Identify components of the facility you wish to assess. Examples include:
      - Walking—working surfaces
      - Means of exit
      - Traffic flow
      - Fire proofing
      - Lighting
      - Access by the handicapped
      - Ventilation
      - Heating—air conditioning
      - Cleanliness
      - Pollution control
      - Sanitation
      - Storage
      - Arrangement and location

b. The coordinating team should select or adopt instruments that will provide information about the chosen facility components.
c. Select individuals to participate in the observation of facilities and the completion of selected instruments. These individuals might include:
   1. internal personnel such as instructors, administrators, students, and
   2. external personnel such as advisory committee members, board of control members, citizens, or Occupational Safety and Health Act representatives.
d. Orient the observation team to its task and to the use of the instrument(s).

3. Arrange specific times for the team to visit and observe the facilities. This can be done in the following manner.
   1. A preliminary walk through the facility to familiarize the team with the building layout and to identify any gross inadequacies, and
   2. A second walk through with more deliberate observation and the completion of rating forms.

3. Planning Study

The planning study will most likely be undertaken after the need for expanded or new facilities has been determined. The results of the safety study, adequacy study, and the utilization study can all be used in the planning of a new facility. The necessary procedures for the planning of a renovation or a new facility are rather extensive and are beyond the scope of this guide. However, the basic process will be outlined and the local leader is referred to additional references.

a. Establish a team to conduct this activity. This team may include internal as well as external personnel.
b. Identify program needs.
   1. Determine job supply and demand.
   2. Analyze current census data.
   3. Determine student interest.
c. Conduct job analyses for proposed programs.
d. Formulate program goals and objectives.
e. Select instructional strategies for attaining goals and objectives. The choice of instructional strategies may affect facility needs. Some considerations for a facility which related to instruction include:
   - Available instructional materials
   - Team teaching, tutorial and individualized instruction
   - Needed equipment
   - Self-instructional techniques
   - Performance based progress and placement
   - Work experience, work-study and internship experiences
   - Staff (professional and paraprofessional)
f. Present curriculum information and delivery system needs to the advisory committee, facility planner, state office consultant, and architect or any combination of these individuals.
g. Concurrent with the above steps, an analysis of available resources should be made. This analysis should consider:
   - Existing building facilities
   - External community facilities
   - Neighboring educational agencies' facilities
   - Community support
   - Financial support
h. Prepare educational specifications. This can be done by the evaluation team with assistance from the advisory committee, facility planner and/or architect.
i. Prepare a schematic design that shows relationships among facility components.
j. Obtain working drawings. The architect should prepare the drawings and make them available.
k. Construction bids and approval for construction must be gained.
l. Construction begins.

Task F. Summarize information.

1. If rating instruments are used, the planning and coordinating team should tally ratings and summarize item reactions.
2. Calculate averages, percentages or other statistical data where appropriate.
3. When possible, cross tabulate information from the various rating groups (e.g., internal and external team made up of advisory committee members)

Task G. Prepare a Report of the Facility Evaluation (the responsibility of the planning and coordinating team)

1. State the purpose and rationale for conducting the facility evaluation.
2. Briefly describe the procedures used in the evaluation.
3. Acknowledge the individuals who served as team members.
4. Present collected information in a clear, concise manner. Percentages, averages and bar graphs can be useful.
5. Formulate a series of conclusions about the facilities, based upon collected information.
6. For each conclusion, prepare a recommendation that gives a general direction for improving or overcoming the identified deficiency.
7. If appropriate, prepare several suggested improvements for accomplishing each of the recommendations. These suggestions should provide alternatives from which to choose.
8. Present the conclusions, recommendations and suggested improvements in a simple but concise form. Example Document 8-9 is a sample format.
9. Edit, print and duplicate the report.
10. Distribute the report to those people who are in the best position to carry out the suggestions. These people may include:
    - Administrators
    - Board of control members
    - Advisory committee members
    - Instructional staff
    - Team members
    - Others

Task H. Utilize Results.

The interrelationships of the various studies can be readily seen through the use of results. For example, the results of a utilization survey may lead to an adequacy study which in turn may lead to a planning study.

The local leader and the planning and coordinating team should take action to monitor the use of results and to act when appropriate to ensure the results are made known to proper decision makers.

Example Documents

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Example Document 8-1

Example Key Questions

Do the physical facilities support the educational program of the school?

Is the site readily accessible at all times of the day and night?

Is the site attractive, free from safety and health hazards, and well-maintained?

Is the site providing all the outdoor facilities required by the school's program?

Is the building adequate for the current student enrollment?

Does the building lend itself to sufficient flexibility to provide for a variety of learning activities?

Is the building attractive?

Is the building free from safety and health hazards?

Does the building hamper educational innovation or experimentation?

Is traffic in the building unimpeded at all times?

Is lighting adequate in all areas in the building?

Are custodial services efficient and adequate?

Is the building clean and well-maintained?

Are teachers provided individual and departmental offices?

Do teachers have ready access to the equipment they need for the preparation of instructional materials?

Have fire prevention precautions in the school been carefully taken and are they well-observed?

Example Document 8-2

Component Identification Aid

The Building

assembly space and equipment
clinics, infirmary or hospitalization facilities
structural
electrical
walking-working surfaces—means of egress
fire protection
food service
heating and ventilation
office and staff facilities
the shop-laboratory
teaching areas—general

Building Services

illumination
miscellaneous building services
plumbing and electrical services
special facilities for handicapped
assembly space and equipment

Health and Safety

fire protection school cafeteria
lighting
ventilation-temperature
heating
cleanliness
safety and circulation
occupational health and environmental controls
materials handling and storage
medical and first aid
water and sanitation

Example Document 8-3

Sample Questionnaire to Assess Food Services Facilities

Directions: Rate the following items on a scale from one to four; one representing excellent and four representing poor. Check "NA" if the statement is not applicable.

Supplementary Information

1. Service is provided from a ___ central kitchen, ___self-contained unit, satellite from another LEA___.

2. Seating capacity of the lunchroom or dining room_____.

3. Number of student shifts necessary _____.

	NA	1	2	3	4
KEY QUESTION					
How adequate is the dining area?					
1. The dining area and furnishings are attractive, durable, and easily cleaned.					
2. The dining area is designed so that it can be used for other purposes.					
3. The dining area meets the needs of the LEA's program.					
4. The dining area is available to students who bring their lunches.					
5. The dining area is designed and furnished to promote a safe and efficient traffic pattern.					
KEY QUESTION					
How satisfactory are the lighting, ventilating, and aesthetic aspects of the food service facility?					
6. The illumination in the dining area meets lighting standards.					
7. The dining area is well ventilated.					
8. A separate dining area is provided for staff.					
9. Acoustical provisions reduce noise to a minimum.					
10. Illumination in the kitchen meets lighting standards.					
11. Aesthetic aspects of the dining area are pleasing.					
KEY QUESTION					
How adequate and efficient is the equipment for service?					
12. Sanitary drinking water facilities are provided in the dining area.					
13. Sufficient and appropriate receptacles and service are provided for disposal of refuse.					
14. Refrigeration facilities are appropriate and easily accessible.					
KEY QUESTION					
How well designed and equipped is the kitchen area?					
15. Facilities permit thorough cleaning of dining and kitchen areas on a regular basis.					
16. All pieces of mechanical equipment are provided with safety devices.					
17. Electrical outlets are located in accessible areas.					
18. The floor surface is in good condition, free from obstructions, and easily cleaned.					
KEY QUESTION					
How satisfactorily are sanitary conditions maintained?					
19. Facilities, materials, and maintenance are available to keep dining and serving areas clean and neat.					
20. Lavatory facilities are readily accessible to students entering or leaving the dining area.					
21. The kitchen is ventilated.					
22. The kitchen and service areas are furnished with equipment that meets local and state sanitation standards.					
23. Mechanical dishwashing facilities are provided.					
24. Proper disposal methods are used for garbage and refuse.					
25. Dressing, toilet, and lavatory facilities are provided for food service personnel.					
KEY QUESTION					
How adequate are the dry storage facilities?					
26. Storage facilities are located adjacent to the kitchen area.					
27. Storage facilities are of sufficient size to handle the needs of the food service area.					
28. Storage facilities are easily accessible.					
29. Food storage is maintained in an orderly and sanitary condition.					

Example Document 8-4

Sample Questionnaire to Assess Teaching Areas (General)

Directions: Rate the following items on a scale of one to four; one representing excellent and four representing poor.

	1	2	3	4
1. A central communication system is used to send information from one area of the building to another. Comment_____				
2. Acoustics and illumination are optimum for student learning. Comment_____				
3. A central alarm system is provided and code signals are posted in appropriate places. Comment_____				
4. Storage spaces are sufficient in size and conveniently located. Comment_____				
5. An adequate number of electrical outlets are conveniently located in various areas. Comment_____				
6. Space is provided for group and independent study. Comment_____				
7. Size and arrangement of instructional areas are flexible for a variety of learning activities. Comment_____				
8. Classroom size is sufficient to accommodate existing class enrollments. Comment_____				
9. Entrance and exit passageways are free of obstacles and sufficiently wide to insure safe travel. Comment_____				
10. Temperature and ventilation systems are sufficient for proper circulation and zoned for separate or partial use. Comment_____				
11. Fire extinguishers are readily accessible to the teaching area and personnel are trained to use them. Comment_____				
12. Ceilings and windows have appropriate reflection value. Comment_____				
13. All writing surfaces are designed to minimize glare in the student's field of vision. Comment_____				
14. Custodial services are performed daily and are adequate for effective learning. Comment_____				
15. Furniture and equipment are adequate for operation of spaces for various activities and organizational patterns. (Check those available.)				
___Display cases				
___Work surfaces				
___Writing areas				
___Instructional media				
___Television and other communication media				
___Storage				
___Shelving				
___Seating				
___Other (Please list.)				

Consider the information collected and develop recommendations and suggestions for improvement.

SUMMARY PROFILE OF SCHOOL PHYSICAL FACILITIES

A Chart for the Evaluation of the Adequacy of the Existing Facilities

Instructions: After consultation with the planning and coordination team, the observation team should complete this chart by placing an X along the continuum from Poor to Excellent.

While these often will be subjective judgments, they should be based on whatever information is available. If there are special circumstances affecting any particular item, such as plans underway for improvement, these should be detailed and the explanation attached to the chart.

	Poor	Average	Excellent
	X	X	X
1. Size of School Site			
2. Location of School Site			
3. Appearance of School Site			
4. Educational Effectiveness of Classrooms			
5. Numerical Adequacy of Classrooms			
6. Amount and Location of Storage Space			
7. Functional Use of Furnishing and Furniture			
8. Overall Appearance of the Building			
9. Flexibility of the Building for Educational Purposes			
10. Potential for Building Expansion			
11. Adequacy of Temperature and Ventilation			
12. Amount and Controlability of Lighting			
13. Work Spaces for Teachers			
14. Work Spaces for Counselors			
15. Adequacy of Administrative Offices			
16. Lavatories for Students			
17. Lavatories for Staff			
18. Rest Areas for Faculty			
19. Rest Areas for Students			
20. Availability of Special Areas			
a. Science			
b. Home Economics			
c. Physical Education			
d. Art			
e. Music			
f. Shops			
g. (Other)			

Example Document 8-6

SUGGESTED STANDARDS FOR DETERMINING ADEQUACY AND SUITABILITY OF THE BUILDING

	YES	NO	RECOMMEND CHANGE
ADEQUACY			
Site			
1. Is the site large enough for the number of pupils who will attend the school?			
Suggested Standards for Site:			
The school site should have sufficient space to permit the development of adequate outdoor physical education work, nature study, recreation, parking, and lawn areas. For the various administrative pupil groupings, minimum site requirements are as follows:			
a. Primary (Kindergarten and grades 1, 2, and 3) ___3 acres.			
b. Elementary ___5 acres plus 1 additional acre for each 100 pupils.			
c. Junior High School ___ 10 acres plus 1 additional acre for each 100 pupils.			
d. Senior High School ___ 20 acres plus 1 additional acre for each 100 pupils.			
Comment_____			
2. Are all walks leading to the building sufficiently wide?			
Suggested Standard:			
Walks should be wide enough for at least three people to walk abreast, a minimum of 66 inches, with additional unit widths of 22 inches as indicated by traffic.			
Comment_____			
3. Does the site provide adequate parking facilities for pupils, teachers, custodians, and visitors?			
Suggested Provisions:			
A sufficient number to care for each pupil and staff member who regularly uses the lot.			
Comment _____			
SUITABILITY			
Site			
4. Are the playground, game, and practice area surfaces in condition for use soon after rain?			
Suggested Standard:			
Play areas should have a slight surface drainage and should be free from depressions which retain water after rain. The subsoil should be of such a nature as to drain readily and be usable soon after rain.			
Comment_____			
5. Is the soil of the lawn, landscape, gardening, and agriculture areas of such nature as to grow plants readily?			
Suggested Standard:			
Plant growing areas should have a good loam soil free from rocks and debris and have the proper acidity or alkalinity for growth of plants.			
6. Are outdoor work and play areas suitably developed and equipped?			
Suggested Standards:			
Outdoor work area should be developed for the activities suitable to children of the age using them.			
a. Elementary children's work area should have provisions for animal pens, construction of objects and models, gardening and soil conservation, etc. Play areas should provide game areas; apparatus such as climbing structures, horizontal ladders and bars, slides, see-saws; a paved area with various game courts marked off; and protected bicycle storage facilities.			
Comment_____			

Date_____
Surveyor_____

SCHOOL PLANT SURVEY RECORD

Name and Type of School_____
Address_____ Principal_____
Date Erected_____ Date of Additions_____ Addition Sizes_____
Number of Floors____ Structure Type_____ Roof Type_____
Insurable Value $_____ Site Area_____acres Site Value $_____
Capacity: Operational_____ Emergency_____ Total Pupil Stations_____
Grades Housed_____ Current Enrollment_____ Utilization Ratio_____

Educational Spaces

No.		No.	
___	Classrooms	___	Science
___	Kindergarten	___	Music
___	Administration	___	Art and Crafts
___	Library	___	Business
___	Auditorium	___	Shops
___	Gymnasium	___	Homemaking
___	Cafeteria	___	Guidance
___	Multipurpose	___	Student Activities
___	Health	___	_____
___	Faculty	___	_____
___	_____	___	_____
___	_____	___	_____
___	Separate Buildings		

Enrollment Study

Current (Date:_____)		Trend September	
Kdg.	_____	19__	_____
1	_____	19__	_____
2	_____	19__	_____
3	_____	19__	_____
4	_____	19__	_____
5	_____	19__	_____
6	_____	19__	_____
7	_____	19__	_____
8	_____		
9	_____	(Projected)	
10	_____	19__	_____
11	_____	19__	_____
12	_____	19__	_____
Other_____		19__	_____

SCHOOL PLANT FACTOR PROFILE

(0 to 10)

		0	1	2	3	4	5	6	7	8	9	10	Score
Structural	1.1 Building Structure												180
	1.2 Safety and Circulation												
Mechanical	2.1 Heating and Ventilation												140
	2.2 Plumbing Facilities												
	2.3 Electrical Services												
	2.4 Illumination												
Educational	3.1 Classrooms												550
	3.2 Special Rooms												
	3.3 General Areas												
	3.4 Administration Rooms												
	3.5 Efficiency												
Site	4.1 Site Adequacy												130
								Total Score					1000

Recommendations: _____

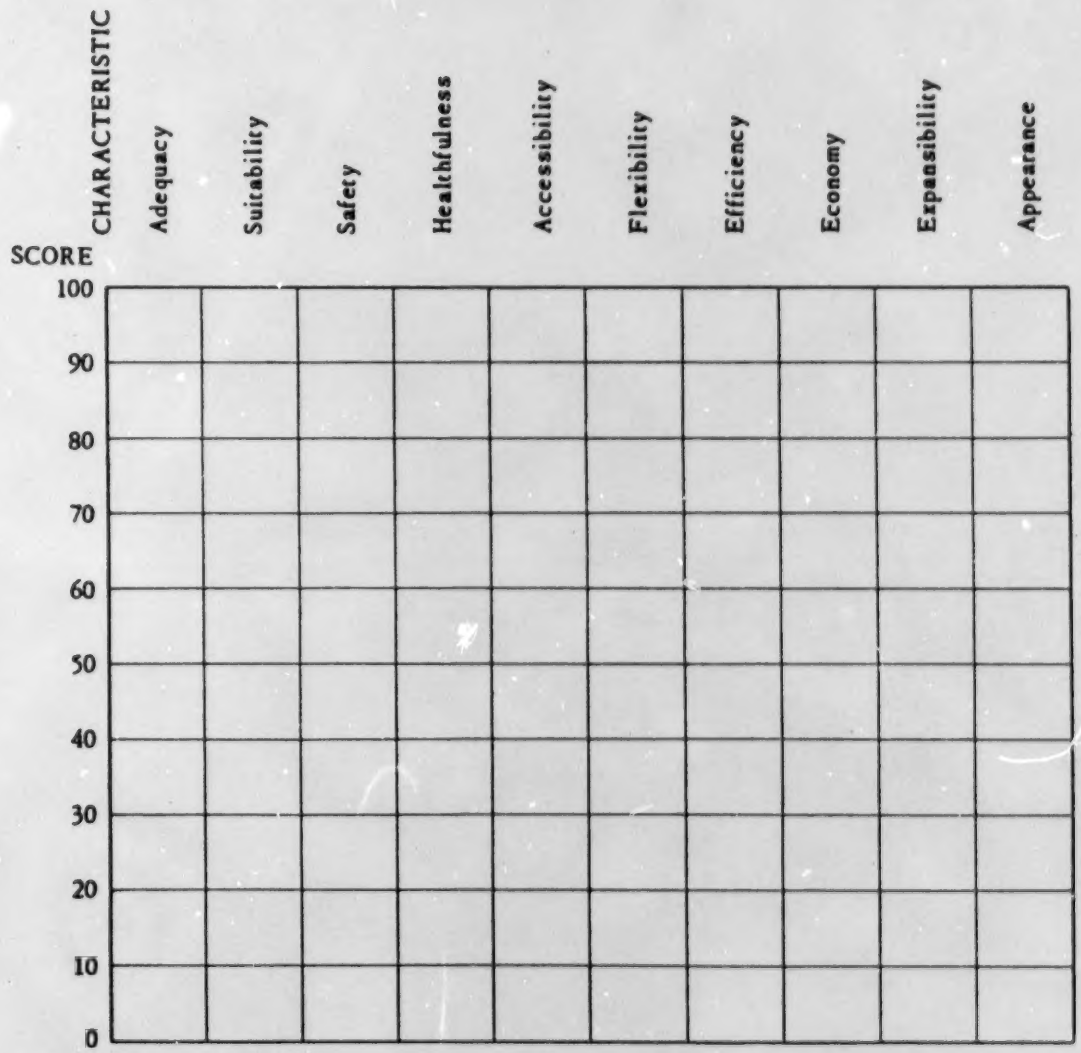
INSPECTION RECORD OF SCHOOL PLANT IN RELATION TO BUILDING STANDARDS

(This record is basis for school plant factor profile.)

Item	Comment	Score
Structural Features (Estimated durability,____ years.)	Value 180	
1.1 Building Structure (100)		
1.11 Condition of Structure		
(a) Foundations		
(b) Exterior Walls		
(c) Windows		
(d) Roof		
(e) Floor Structure		
(f) Interior Walls		
(g) Ceilings		
1.12 Plan Type*		
1.13 Appearance		
1.2 Safety and Circulation (80)		
1.21 Type and Condition of Stairs and Stairwells		
1.22 Location of Stairs*		
1.23 Corridor Width and Location*		
1.24 Condition of Corridors		
1.25 Number and Location of Exits*		
1.26 Fire and Panic Protection		
1.27 General Safety		
Mechanical Features	Value 140	
2.1 Heating and Ventilation (40)		
2.11 Type and Condition of Heating Plant		
2.12 Type and Condition of Heating System		
2.13 Heating Efficiency		
2.14 Boiler Room Layout*		
2.15 Type and Condition of Ventilation		
2.16 Controls		
2.17 Air Conditioning		
2.2 Plumbing Facilities (40)		
2.21 Toilet Room Adequacy*		
2.22 Toilet Room Conditions		
2.23 Water Facilities		
2.24 Drinking Fountains*		
2.25 Individual Room Installations		
2.26 Showers and Special Equipment		
2.3 Electrical Services (30)		
2.31 Power Installation and Control		
2.32 Communication and Signal System		
2.33 Alarms and Exit Lights		
2.34 Special Room Installations		
2.35 General Room Installations		
2.36 Electrical Safety		
2.4 Illumination (30)		
2.41 Number and Type of Fixtures		
2.42 Quantity of Illumination		
2.43 Quality of Illumination		
2.44 Controls		
2.45 Effect (brightness balance)		

Example Document 8-8

Profile Chart
How Our School Building Rates



Directions: Indicate on the scale of each characteristic the score the plant has been given, and then draw a line connecting the 10 points.

Example Document 8-9

Suggested Report Format

Conclusions	Recommendations	Suggested Improvements

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